



GENERAL GRANT INFORMATION (MONTANA OPI 21st CCLC)

Who May Apply?

Any public or private organization is now eligible to apply for a 21st CCLC grant. Examples of agencies and organizations now eligible under the 21st CCLC program include, but are not limited to: non-profit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. The statute encourages eligible organizations applying for funds to collaborate with the schools the children attend. The statute also allows a consortium of two or more agencies, organizations or entities to apply.

Limit of one application per year per school district

Only one application may be submitted for each school district. This provision encourages equitable distribution of funds across the state (ESSA) 4204(2)(4)(f). The minimum grant awarded will be \$50,000 per application per year (including continuation grants). Maximum grant awards will be \$150,000 per application per year and \$300,000 per applicant per organization.

All eligible applicants, both new or continuation grants, may apply for CCLC funds for the following purposes:

- ☐ to support previously funded programs and services; and
- ☐ To expand to new schools/sites.

Applications will be screened for capacity to administer the program on a pass/fail basis as demonstrated by:

- ☐ achievement of goals set during previous years;
- ☐ evidence of that achievement; and
- ☐ Levels of student attendance in the program for the five years or the last three years of existence (looking for stable growth and no declining attendance).

Older Continuation Grant Applications (before 2015):

Applications may be made by current Montana CCLC grantees awarded grants, which expired in June 2015, that have satisfied programmatic and fiscal requirements issued by the OPI to continue funding for an additional three-year grant cycle at 50 percent of the previous funding requested (minimum of \$50,000). Continuation grantees must maintain the level of service of their previous grant. See guidance for additional information on continuation applications. Continuation of existing three-year grants will be through a peer-review competitive process.

New Grantee Continuation Grants:

The first three years of the grant will provide full funding, and the fourth and fifth years will provide 75 percent of original funding request. A comprehensive successful site visit and financial review will be conducted and used to determine eligibility and approval of a grantee in order to apply for a continuation grant.

Site Eligibility:

Federal legislation supports the provision of services for children, youth, and their families in elementary and secondary school-site settings or at other locations that are at least as available

and accessible as the school site. Elementary schools and secondary schools are defined as any nonprofit institutional day or residential school. Applicants proposing to provide services through the 21st CCLC grant must provide documentation that:

- ☐ the applicant, school district, and school site are in agreement about the program site;
- ☐ if an off-campus program site is proposed, the program location will be at least as available, safe, and accessible as it would be if it were located at the school site;
- ☐ there is a clearly defined plan of communication between the alternate site and the school(s), including the alignment of the academic assistance component; and
- ☐ safe transportation between the school and the alternate site and between the alternate site and home will be provided.

Funds from the state administered CCLC program, as directed by provisions of the *Every Student Succeeds Act (ESSA)*, are intended for “eligible entities that serve “(i) students who primarily attend—“(I) schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and “(II) other schools determined by the local educational agency to be in need of intervention and support; and “(ii) the families of such students; and “(B) will further give priority to eligible entities that propose in the application to serve students described in sub-clauses (I) and (II) of section 4204(i)(1)(A)(i);”

Equitable Participation of Private, Nonpublic School Students:

Students, teachers, and other educational personnel are eligible to participate in CCLC programs on an equitable basis. A public school or other public or private entity that is awarded a grant must provide equitable services to private, nonpublic school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both private and public school students in the area served by the grant. Given this requirement, a private school that is awarded a grant must provide equitable services to the public school students and families and vice versa. Public schools must serve and include students from private schools within their geographic region in a local CCLC program.

Grantees must consult with private and nonpublic school officials

During the design and development of the CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Consultation involves communication and discussions between LEAs and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in *Elementary and Secondary Education Act* programs.

Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Private school grantees must provide equitable access to the program for all public school students and their families who reside in the geographic area of the private school. Private schools, where applicable, must consult with public schools. See [Title & Other Federal Programs-Private Schools](#)

Program Components

All grantees are required to provide an: a) academic assistance component, and b) an educational enrichment component. In addition, applicants must address the needs of family members of students participating CCLC through a c) family literacy component. In addition, all applicants must upload a logic model that addresses these requirements.



Each eligible entity that receives an award under section 4204 may use the award funds to carry out a broad array of activities that advance student academic achievement and support student success, including—

- “(1) academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—
 - “(A) the challenging State academic standards and any local academic standards; and
 - “(B) local curricula that are designed to improve student academic achievement;
- “(2) well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- “(3) literacy education programs, including financial literacy programs and environmental literacy programs;
- “(4) programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- “(5) services for individuals with disabilities;
- “(6) programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
- “(7) cultural programs;
- “(8) telecommunications and technology education programs;
- “(9) expanded library service hours;
- “(10) parenting skills programs that promote parental involvement and family literacy;
- “(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- “(12) drug and violence prevention programs and counseling programs;
- “(13) programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as ‘STEM’), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
- “(14) programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.). (ESSA) 4205(a)(1-14)

Regardless of day or time offered, programs must provide a daily, nutritious snack that meets the requirements of the U.S. Department of Agriculture (USDA) National School Lunch Program for meal supplements.

Family Literacy Services Component

Adult family members of students participating in a community learning center may participate in educational services or activities appropriate for adults. In particular, local programs may offer services to support parental involvement and family literacy. Services may be provided to families of students to advance the students’ academic achievement. However, programs are open only to adults who are family members of participating children. This component of the program is not intended to provide non-targeted programming such as GED. Proposals should include partnerships with local GED providers to ensure family access to such services. See guidance for more information. Document your GED partnership provider with a memo of understanding.

Partnerships

By bringing together community organizations with school districts, centers can take advantage of multiple resources in the community. Community learning centers can offer residents in the community an opportunity to volunteer their time and their expertise to help students achieve academic standards and master new skills. Collaborative partnerships can also ensure that the children attending a learning center benefit from the collective resources and expertise throughout the community. Partnerships can benefit the collaborating partners through the sharing of resources and/or funds, volunteers and/or time, and advice or guidance.

CCLC grant applicants must provide a description of the partnership between a local educational agency, a CBO, and, if appropriate, other public or private organizations. If the local applicant is another public or private organization, the applicant must provide an assurance that its program was developed and will be carried out in active collaboration with the schools that the students attend. Demonstration of such partnerships is a competitive priority for this application.

Experience and Best Practice

Partnerships within the community allow for more efficient use of local resources. Collaboration among diverse partners strengthens the variety of services the community can offer. For example, volunteers help staff the program, community partners provide space for the program to be held, and local businesses can provide cash donations to supplement costs and provide long term sustainability for continuation reductions in funding and when the grant funding expires. Seniors, local colleges, community groups, and churches are good sources of volunteers.

Scope of Operation

CCLC services are to be provided outside the regular school day or during periods when school is not in session, e.g., before school, after school, evenings, weekends, holidays, or summer.

CCLC's may also offer services to students during normal school hours on days when school is not in session, e.g., school holidays or teacher professional development days when school is dismissed early. Activities targeting prekindergarten children and adult family members may take place during regular school hours, as these times may be the most suitable for serving these populations.

The following minimum hours of operation must be met:

- Programs must operate, at minimum, an average of 48 hours per month.
- If offering summer programming, programs must operate, at minimum, 15 total days.
- Before school programs must operate at least one hour per day immediately prior to school start each day program is offered.
- Programs that operate on weekends or during the summer will be required to operate for at least three hours per day program is offered.
- Regardless of day or time offered, programs must provide a daily, nutritious snack that meets the requirements of the USDA National School Lunch Program for meal supplements.

***Example of Minimum Scope of Operations***

The ABC Program at 123 Junior High School operates four days per week, Monday through Thursday, from 2:30 p.m. to 5:30 p.m. during the school year. Every other week, the program operates an extra two hours on Wednesdays. ABC also hosts parent nights, adds an extra hour every other week that showcases community partner programming. This exceeds the 48 hour per month minimum while adjusting for local community need.

Research suggests: more time spent in engaged and sustained learning activities yields greater benefits.

The majority of community learning centers funded directly by the U.S. Department of Education are open at least 15 hours per week. To ensure that children have ample extended learning time, the U.S. Department of Education believes that, based on their analyses of CCLC and other after school program evaluation data, centers should be open three hours a day and at least four days a week. To best serve the children of working families, centers should consider establishing consistent and dependable hours of operation.

Centers should also consider offering online activities that can extend learning beyond program time.

Summer: Federal data collection requires a minimum of 30 days to report.

Award Duration

New Applications:

Montana will offer five year grant awards. The funding level will remain 100 percent for the first three years of the grant. Grantees demonstrating sufficient compliance will be eligible for continuation funding for two more years at 75 percent of the original funding request, if the sub-grantee meets all the required compliance items including the local evaluation, data and fiscal reporting, monitoring requests, and other items deemed necessary by the OPI.

Continuation Applications -- Grantees after 2015

Montana 21st CCLC grantees that have satisfied programmatic and fiscal requirements issued by the OPI, will receive a site visit and financial review before being approved for a continuation of two additional years at 75 percent of the original funding request and not less than \$50,000. Continuation grantees must maintain the level of service of their previous three years at full funding. A renewal application is required annually. Following the fifth year, all programs must enter in to a new competitive competition for any future funding.

Program Attendance Requirements

All programs are required to report attendance for students participating in before school, after school, and/or other non-school activities. Based on experience and research, the OPI recommends that programs require elementary student attendance every day and middle school attendance at least three days per week within a five-day per week program. The OPI also recommends that activities are developed that encourage students' participation in a minimum of 30 days per year. The OPI monitors all grantees' programs, including their attendance data, and periodically contacts grantees about the accuracy and results of the attendance as part of ongoing monitoring.

Staffing Requirements

Federal legislation does not require tutors or teachers who provide academic enrichment or tutorial services under the CCLC program to have specific qualifications. However, if the 21st CCLC program is also supported with Title I funds, paraprofessionals must meet the requirements specified in Title I. Under Title I, all paraprofessionals must have a high school diploma or its recognized equivalent. In addition, paraprofessionals hired on or after January 8, 2002, must have one of the following: two years of higher education, associate degree, or pass a formal assessment.

Professionals who provide translation or parental involvement services must have a high school diploma, but are not required to meet any further qualification requirements. In addition, if the 21st CCLC program uses volunteers, they must be appropriately qualified (i.e. background checks are strongly encouraged).



Experience and Best Practice

Employing a highly qualified staff is critical to success. Each applicant must establish minimum qualifications for each staff position. For example, the following key requirements for staff qualifications and staffing ratios might be applied:

- All staff members who directly supervise students meet at least the minimum qualifications for an instructional aide in the school district.
- The administrator must ensure that the program maintains a student-to-staff ratio of no more than 20 to 1. A lower student-to-staff ratio is encouraged and may be achieved with a cadre of trained volunteers and other strategies.
- The principal of each participating school must approve the selection of the before and/or after school program site supervisors.
- All program staff and volunteers are subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Montana OPI Funding/Formula

21st Century Community Learning Centers (CCLC) grant funds are awarded on a competitive basis for a three-year period (re-evaluate for fourth and fifth year), and are disbursed monthly on a reimbursement basis. Grants will be awarded to serve elementary, junior high/middle school, and/or high school students.

Community learning centers may apply for funding based on student attendance to support:

- after school programs during the regular school year only; or
- a before and after school program during the regular school year; or
- a program operating on weekends, school breaks, or early dismissal days as an extension of the before and/or after school program; or
- Programs that are operated in the summer.

The funding formula of a program will be awarded on a basis of number of students served:

- up to \$7.50 per day x number of students anticipated to participate in the program x number of days the program will operate in the after school hours; or
- up to \$10 per day x number of students anticipated to participate in the program x number of days the program will operate in both the before and after school hours; or
- Number of days the program will operate on non-school days (weekends, holidays, summer) x number of students anticipated to participate in the program x \$7.50 for a three-hour program or \$10 for at least a four-hour program.

Additional data that must be included in the application budget for funding:

- a) **Evaluation:** It is *recommended* that *about* four percent of each site's total budget should be reserved for state and local evaluation efforts.
- b) **Professional Development:** *No less than* five percent of each site's total budget must be reserved by the grantee for training, staff development, and technical assistance.
 - Resource: U.S. Dept. of Education ([You for Youth PD website](#))
 - Grantees must budgeted to attend 2 regional trainings and one conference per year.
- c) **Access:** *Up to* eight percent of each site's total budget may be used to meet local needs for:
 - transportation costs;
 - ensuring safety and accessibility of program facilities;
 - elimination of barriers that could impede equitable access to, and participation in activities due to English language acquisition or disability; or
 - other needs for specialized support (e.g., adaptation and/or modification of the curriculum, staff development, specialized resources).
- d) **Administrative Costs:** *Up to* 40 percent of each site's total budget may be used for administrative cost (i.e., program coordinator, data collection, programming, emergency planning, and professional development).

Allocation of funding over the three-year grant for new applicants:

- Upon execution of a signed and approved grant contract, the grantee must complete the E-grants requirement and will be assigned to work with a grant manager for their budget requests.
- Second year grant award of funding will be fully earned through at least 70 percent of the proposed average daily attendance of students during year one.
- Third year funding will be fully earned through at least 80 percent of the proposed average daily attendance of students during year two.
- Fourth and fifth year grant award must be earned through 90 percent average daily attendance of students during year three and four.

Minimum and Maximum Grant Awards

The minimum grant awarded will be \$50,000 per application per year (including continuation grants). Maximum grant awards will be \$150,000 per application per year and \$300,000 per organization per year.



Funding Flexibility

Grantees may move up to 10 percent between budget categories without an amendment as long as required allocations for evaluation, professional development, access, and administrative costs are maintained.

Grantees that are local educational agencies (LEA) are permitted a certain amount of flexibility in their use of program funds, as follows:

School-Wide Programs

LEAs are permitted to consolidate and use funds under Part A of Title I together with CCLC and other Elementary and Secondary Education Act program funds received at the school to upgrade the entire educational program of a school that serves an eligible school attendance area. However, schools remain responsible for implementing activities for which they received the CCLC award.

Grant Budget Restrictions

U.S. Department of Agriculture funds are available for schools with 50 percent or greater free and reduced lunch counts.

The Montana Office of Public Instruction (OPI) will require attendance reporting for each site receiving 21st CCLC funds to encourage that following average daily attendance percentages are being met:

- Second year: at least 70 percent of the proposed average daily attendance of students.
- Third year: at least 80 percent of the proposed average daily attendance of students.
- Fourth and fifth: at least 90 percent of the proposed average daily attendance of students.

The 21st CCLC program is intended to serve as a supplementary program that can enhance an LEA's reform efforts to improve student academic achievement. The OPI strongly encourages local programs to identify other sources of related funding and to describe in the 21st CCLC grant application how all of these resources will be combined to offer a high-quality, sustainable program. Each grant application must identify federal, state, and local programs that also offer after school services to the same school population and describe how they will be combined or coordinated with the proposed program to make the most effective use of public resources. It is not the intent of the 21st CCLC grants to drive away or supplant other programs.

An organization participating in the 21st CCLC program receiving funding for an after school or before and after school program may expend *up to* 40 percent of annual funding of administrative costs associated with the day-to-day operations of the program. Indirect costs are excluded in administrative costs and can be taken in addition.

Experience and Best Practice

Title I funds, in concert with the 21st CCLC program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. 21st CCLC program funds can also meet the needs of parents seeking supplemental educational services, such as tutoring and academic enrichment, for their children. Local 21st CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other federal programs can also complement local 21st CCLC programs. Many current programs are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service and the Child and Adult Care Food Program for “afterschool snacks,” and in some cases, to provide supper to young children. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21st CCLC programs to serve children outside of the regular school day. In no case, however, may 21st CCLC funds be used to supplant other federal activities.

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USDA Food and Nutrition Services Afterschool Snacks

OPI Afterschool Snack Program: 406-444-3095

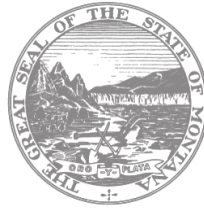
Child and Adult Care Food Program: 406-444-4347

LEAs or other organizations may charge indirect costs to the 21st CCLC grant. Indirect costs are those expenses incurred by a school district or community-based organization in administering or providing program services. All collaborative partners must have, or must establish, an indirect cost rate agreement to charge indirect costs to a grant. A collaborative partner that does not have a current indirect cost rate must consult the participating LEA in the grant application and use that school district's indirect rate. Indirect costs are excluded in administrative costs.

For applications requesting the funding of multiple sites, funds calculated for administrative/indirect costs for each individual site may be combined for the purposes of overall site administration, e.g., one project coordinator for multiple sites.

An organization that receives a 21st CCLC grant may use the funds for allowable costs only during the grant award period.

Unexpended grant funds may *not* be carried forward in any fiscal year.



The OPI discourages applicants from proposing to charge fees although community learning center programs and services funded through 21st CCLC funds are not required to provide services free of charge. Program services must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating due to its financial situation. Programs that propose to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate, and any income collected from fees must be used to fund program activities specified in the grant application. Any fees collected from charging to participate in the program must be tracked separately by the fiscal agent and a clear audit trail must exist from the beginning to determine separation of federal funds from fees and charges collected to participate in the program.

21st CCLC grant funds must supplement, not supplant, existing services. Programs are prohibited from using CCLC grant funds to pay for existing levels of service funded through any source.

Prioritized Eligibility for Funding

Federal funding has currently been allocated to Montana for 21st CCLC grants to programs serving elementary, middle, and/or high school students. Grantees awarded a 21st CCLC grant will receive a five-year grant award with the fourth and fifth years funding up for review. Each year's annual installment of funds will be disbursed through the E-grant process and is contingent on the availability of federal funds and receipt by the OPI of the state's annual allocation of federal 21st CCLC program funds.

Absolute Priority:

Change to: schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d); and "(II) other schools determined by the local educational agency to be in need of intervention and support; and "(ii) the families of such students;

Will further give priority to eligible entities that propose in the application to serve students described in subclauses (I) and (II) of section 4204(i)(1)(A)(i);

- **Competitive priority** will be given to applications that:
- propose to serve children and youth in schools designated in need of improvement under Title I (Section 1116); and/or,
- are jointly submitted as a collaboration between LEAs receiving funds under Title I and a community-based organization or other public or private entity; and
- first time applicants.

Competitive priority is defined as preference over an application of comparable merit that does not meet the criteria.

Complaint Process

If a grantee, individual, or organization feels the OPI or another organization has violated a specific law or regulation, follow this complaint process. For details go to the Montana OPI [State and Federal Grants Handbook, Complaints and Hearings \(200.4\)](#)